

# Scope & Sequence

Unit	Objectives	Language	Vocabulary	Skills
<b>Unit 1</b> <b>A Global Qualification</b>	<ul style="list-style-type: none"> <li>Describing global citizenship.</li> <li>Discussing global issues.</li> <li>Describing actions and events.</li> <li>Asking questions.</li> <li>Writing a letter of application.</li> <li>Giving advice.</li> <li>Discussing career choices.</li> </ul>	<ul style="list-style-type: none"> <li>Tense review</li> <li>Asking questions</li> <li>Making and responding to polite requests: <i>Sorry to bother you. I was hoping that you could... Why don't you...?</i></li> </ul>	Phrasal verbs: prepositions <b>Pronunciation:</b> negative questions	<b>Read</b> a college prospectus and website. <b>Listen</b> to an interview. <b>Speak</b> about education and being a global citizen. <b>Write</b> a letter of application. <b>Mechanics:</b> formal expressions
<b>Unit 2</b> <b>Human Rights</b>	<ul style="list-style-type: none"> <li>Discussing human rights.</li> <li>Describing everyday events, situations, and habits.</li> <li>Describing past events.</li> <li>Writing a personal account.</li> <li>Making a point.</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs and adverbial phrases</li> <li>Describing past events: passive voice</li> <li>Making a point: <i>Another thing is... The problem is... I suppose... To be honest...</i></li> </ul>	Prefixes <b>Pronunciation:</b> sentence stress	<b>Read</b> a historic article. <b>Listen</b> to a TV program. <b>Speak</b> about human rights. <b>Write</b> a personal account. <b>Mechanics:</b> expressing degree, indicating purpose, referring to results
<b>Unit 3</b> <b>Facing the Future</b>	<ul style="list-style-type: none"> <li>Discussing fear of the future.</li> <li>Describing the future.</li> <li>Referring to the future.</li> <li>Writing an information sheet.</li> <li>Expressing optimism and pessimism.</li> </ul>	<ul style="list-style-type: none"> <li>Future time and the future in the past</li> <li>Referring to the future</li> <li>Expressing optimism and pessimism: <i>I'm optimistic that things will work out. I feel confident that... I do worry a little about how... It makes me feel sort of uneasy.</i></li> </ul>	Separable and nonseparable phrasal verbs <b>Pronunciation:</b> stress on phrasal verbs	<b>Read</b> a magazine article. <b>Listen</b> to a radio discussion. <b>Speak</b> about the future. <b>Write</b> an information sheet. <b>Mechanics:</b> textual and visual devices, language structures
<b>Unit 4</b> <b>The Greening of Tourism</b>	<ul style="list-style-type: none"> <li>Discussing ecotourism.</li> <li>Listening for specific information.</li> <li>Having a conversation.</li> <li>Expressing modalities.</li> <li>Writing an article.</li> <li>Speculating and deducing.</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs review</li> <li>Expressing modalities</li> <li>Speculating and deducing: <i>It must be... They can't have been... It might be... It's possible that there might have been...</i></li> </ul>	Synonyms <b>Pronunciation:</b> rhythm and stress	<b>Read</b> an information leaflet. <b>Listen</b> to a conversation. <b>Speak</b> about ecotourism. <b>Write</b> an article. <b>Mechanics:</b> idiomatic expressions
<b>Unit 5</b> <b>Resolving Conflicts</b>	<ul style="list-style-type: none"> <li>Discussing conflicts.</li> <li>Reporting speech.</li> <li>Analyzing a news report.</li> <li>Reporting accurately.</li> <li>Writing a news report.</li> <li>Giving opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Reported speech review</li> <li>Reporting more accurately</li> <li>Giving opinions: <i>I might be wrong, but... I believe discussing... I feel it is my... In my experience...</i></li> </ul>	Verbs and prepositions <b>Pronunciation:</b> connected speech	<b>Read</b> a newspaper report. <b>Listen</b> to a news report. <b>Speak</b> about solving problems and misunderstandings. <b>Write</b> a news report. <b>Mechanics:</b> error correction

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<b>Unit 6</b> <b>Science and Discovery</b>	<ul style="list-style-type: none"> <li>• Discussing scientific discoveries.</li> <li>• Listening for detail.</li> <li>• Asking for and confirming information.</li> <li>• Writing an opinion essay.</li> <li>• Expressing opinions.</li> <li>• Discussing personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds and infinitives</li> <li>• Asking for and confirming information</li> <li>• Clarifying: <i>What do you mean? I mean that... Did you say...? Can you be more specific?</i></li> </ul>	Adjectives and prepositions  <b>Pronunciation:</b> /d/t/th/ sounds	<b>Read</b> a biography. <b>Listen</b> to a TV program. <b>Speak</b> about scientific discoveries. <b>Write</b> an opinion essay. <b>Mechanics:</b> constructing texts with opinions and reasons
<b>Unit 7</b> <b>Culture Shock</b>	<ul style="list-style-type: none"> <li>• Discussing culture shock.</li> <li>• Agreeing and disagreeing.</li> <li>• Discussing changed or changing situations.</li> <li>• Writing an e-mail.</li> <li>• Giving advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Conditional structures and mixed conditionals</li> <li>• Describing changed or changing situations: <i>used to, be used to, and get used to</i></li> <li>• Giving advice: <i>Just remember to... I strongly recommend... If I were you, I'd...</i></li> </ul>	Abstract nouns  <b>Pronunciation:</b> intonation: agreeing and disagreeing	<b>Read</b> a magazine article. <b>Listen</b> to an interview. <b>Speak</b> about culture shock and your country. <b>Write</b> an e-mail. <b>Mechanics:</b> interjections
<b>Unit 8</b> <b>Global Health</b>	<ul style="list-style-type: none"> <li>• Discussing global health.</li> <li>• Expressing quantity.</li> <li>• Listening to a news report.</li> <li>• Describing health news.</li> <li>• Writing a warning notice.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying nouns and expressing quantities: determiners</li> <li>• Using complex sentences: negative inversions</li> <li>• Making suggestions: <i>You'd really better... It might be a good idea to... If I were you, I'd... You might try...</i></li> </ul>	Etymology  <b>Pronunciation:</b> syllable stress	<b>Read</b> a scientific article. <b>Listen</b> to a news report. <b>Speak</b> about global health. <b>Write</b> a warning notice. <b>Mechanics:</b> constructing a warning notice
<b>Unit 9</b> <b>Messages and Manipulation</b>	<ul style="list-style-type: none"> <li>• Discussing different forms of expression.</li> <li>• Identifying intention and feelings.</li> <li>• Talking about habits.</li> <li>• Writing a product review.</li> <li>• Persuading.</li> </ul>	<ul style="list-style-type: none"> <li>• Passive voice: modals, reporting verbs, and verbs with two objects</li> <li>• Talking about present and past habits</li> <li>• Persuading: <i>In my opinion, you would be better off with the... I can assure you... It is definitely worth it.</i></li> </ul>	Homonyms  <b>Pronunciation:</b> shifting word stress	<b>Read</b> a magazine article. <b>Listen</b> to a news report. <b>Speak</b> about people and places. <b>Write</b> a product review. <b>Mechanics:</b> using adverbs and adjectives
<b>Unit 10</b> <b>Fact and Fiction</b>	<ul style="list-style-type: none"> <li>• Discussing privacy, freedom, and government control.</li> <li>• Describing feelings.</li> <li>• Listening for detail.</li> <li>• Giving information.</li> <li>• Writing a short story.</li> <li>• Expressing and justifying opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Tense review</li> <li>• Giving information: participle and nominal clauses</li> <li>• Expressing and justifying opinions: <i>If you think about it... Don't you think... I strongly believe...</i></li> </ul>	Deducing meaning from context  <b>Pronunciation:</b> elision	<b>Read</b> a novel extract. <b>Listen</b> to a report. <b>Speak</b> about twenty-first century life. <b>Write</b> a short story. <b>Mechanics:</b> descriptive adverbs and adjectives, and appropriate connectors